

Final Assignment: 12-15 pages on one aspect of leadership as it applies to your work; good grammar, synthesis, logical argumentation and critical analysis. Course content and materials must be reflected in the paper, as well.

**Comment [e1]:** The question or topic is at the top of the page as reference.

When Kids Come First: page 22

**Comment [e2]:** Reference

Delivering a community education program.

**Comment [e3]:** Subtitle

What is Community Education?

- Community Education is an opportunity for local citizens and community schools, agencies and institutions to become active partners in addressing education and community concerns;
- Community Education brings community members together to identify and link community needs and resources in a manner that helps people to help themselves in raising the quality of life in their communities.
- Community Education is a unique education concept that embraces these beliefs:
  - Education is a lifelong process;
  - Everyone in the community - individuals, businesses, public and private agencies - shares responsibility for the mission of educating all members of the community; and
  - Citizens have a right and a responsibility to be involved in determining community needs, identifying community resources, and linking those needs and resources to improve their community.
  - <http://www.communityschools.ca/aboutus-communityeducation.html>
  - "Task Force on the Role of the School" was created to engage the education community, human service sectors, government, families and communities in meaningful and well-informed dialogue on the role of the schools. The Task Force identified issues and options and made recommendations including how supports could be put in place to help schools achieve their role.

**Comment [e4]:** Point form information

**Comment [e5]:** List from resource.

It takes a community to raise a child. In SK, community schools were established to help educate children and support socialization who are experiencing the impact of:

**Comment [e6]:** Where did I get this information?

- poverty
- substance abuse
- lack of nutrition
- domestic abuse
- crime
- neglect

The community gathers to support families, especially children, to be successful in life.

Rich history around the world:

- originated in Michigan in the 30s
- founded by Frank Manley
- supported by Charles Mott
- Brazilian Paulo Freire developed theories in Popular Education

Children and youth in poverty may experience:

- behavioral problems
- low self-esteem
- less motivation to learn
- delayed cognitive development
- lower achievement
- less participation
- lower aspirations and expectations
- increased risk of dropping out
- lower literacy attainment

Four components of support in SK community schools:

50% Learning program

10% Community Development

10% Integrated Services

10% Parent and Community involvement

Service integration allows Community Schools to branch out:

- counseling and supporting students and family
- improving local housing and facilities
- welcoming people with community rooms
- promoting community policing and crime prevention
- addressing child hunger through nutrition education
- working together to create leadership opportunities for youth
- acknowledging and exploring anti-racism

### **Teachers**

Community school teachers have the ability to recognize and use the gifts of people within the community to enhance the learning experience of their students.

### **Students**

Take responsibility:

- offer peer support
- contribute in the classroom, school and community
- participate in leadership

Community Schools are community centers of activity with:

- gym nights
- community kitchens
- clothing depots

- potluck suppers
- festivals and carnivals
- family computer nights
- health fairs

Child care and day care:

- child care at most events
- some Community Schools have day cares on-site offering:  
accessible  
affordable  
quality care

Making a difference outside the school:

- playground improvements
- inner city sports leagues
- housing and food security programs
- summer activities for local children
- art contributions
- helping seniors
- addressing environmental concerns
- incorporating restitution programs

Community Schools intent – foster family and community involvement with a variety of activities:

- coffee with the principal
- parent parties
- parenting programs
- Womenspeak
- round dances
- school musicals
- youth conferences
- school calendars

<http://www.education.gov.sk.ca/FNM-Community-Education>

Changing needs change how the school meets those needs.

**Comment [e7]:** Reference of site I received my information

The goals of Community Schools as outlined in Building Communities of Hope are: student learning and success; a high quality education program; shared responsibility; comprehensive, responsive services; enhanced participation in public education by Indian and Métis peoples; community empowerment, equity and cultural harmony; and leadership in educational innovation.

The effective practices used by Community Schools to achieve these goals are: a caring and respectful school environment; responsive curriculum and instruction; assessment for learning; adaptive leadership; authentic partnerships; and, comprehensive prevention and early intervention.

The four key components of the Saskatchewan Community Schools framework are:

**Comment [e8]:** Key ideas are being listed.

1. The Learning Program,
2. Family and Community Partnerships,
3. Integrated Services, and

#### 4. Community Development.

These four components work together to provide the comprehensive range of supports required for the education and well-being of children, youth and their families. While the learning program is at the forefront of Community Schools, its success depends on the effectiveness of the other three components, which together provide the foundation for critical supports to its effectiveness and to the success of the students in the school.

#### 1. The Learning Program

The learning program is grounded in the provincial curriculum. In addition, it offers a full range of educational supports aimed at increasing students' academic and life success. Its focus is on incorporating educational practices and responses that respect and reflect the experience, culture and socio-economic background of the students and the community and includes:

- prevention and early intervention programming;
- a responsive, high quality academic program;
- retention, re-entry, and youth transitions programming; and
- adult learning opportunities.

**Comment [e9]:** Key ideas become subtitles

#### 2. Family and Community Partnerships

Community Schools direct significant effort towards developing meaningful partnerships with families and community. School personnel are inclusive in their efforts to involve family and community members who may not readily become involved in the school. For example, trust of the school may need to be rebuilt with some families.

Students, families and community members work in partnership with school staff to enhance student learning at home, in the school and in the community. Together they create a shared vision, set school/community goals and identify issues and priorities. This includes accessing resources, setting school policy, planning, implementing and evaluating school activities, solving problems and identifying outcomes.

The Community School and the people and organizations linked to it, develop a strong and mutually supportive relationship. Students have a variety of learning opportunities both in the community and when the community comes into the classroom. Community members share expertise and life experiences with students as part of the learning program.

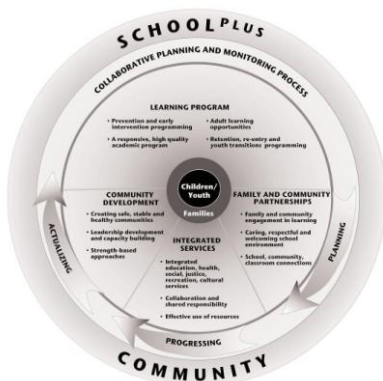
#### 3. Integrated Services

In Community Schools, the school is a hub of the community, serving as a community "centre" and a meeting place where an array of services and supports are available.

Through the integration of services, community, government and community-based organizations collaborate to make the best use of existing resources, ensuring that services are available in a coordinated and comprehensive manner to support an evolving role of schools.

Some children and youth are unable to take full advantage of the learning program because of

**Comment [e10]:** A diagram that illustrates the point.



complex social, emotional, health and developmental issues, which are barriers to their learning. The services and supports they need cut across the boundaries of schools, human service agencies, and different departments and levels of government. Community Schools play a key role in their communities, serving as centres for families to access an array of health, social, counselling, justice, personal support and recreation services either linked to or available within the school.

#### **4. Community Development**

Community Schools work together with youth, families, communities, Aboriginal organizations, and human service partners. Community development is about identifying connecting and mobilizing the strengths within the community to achieve desired outcomes. For community development to work, strong relationships need to be in place as well as a respectful, welcoming and inclusive school culture and environment. As schools facilitate this process with families and community, leadership opportunities are created where everyone builds the capacity necessary to ensure success and well-being. Community development is an inclusive, educational and motivational process that engages and empowers people and communities to actively participate in guiding their social and economic affairs. Much work goes into developing relationships with the entire community and listening to their hopes, dreams and needs. This relationship-building occurs in both formal and informal ways. Community development may be new territory for schools and requires the involvement of all to ensure success. The community development role of schools means that they create the conditions for authentic community engagement and work with community in a respectful and inclusive way towards a shared vision of achieving success and well-being for all.

Building school communities that reflects the students' individual histories, experiences and educational needs. The approach is holistic, proactive and empowering. The achievement of community schools is dependent on the shared resources of board of education (district office and the department of education), educators, families, community members, human service partners and the provincial government.

#### **Bibliography**

Building Communities of Hope: Effective Practices for Meeting the Diverse Learning Needs of Children and Youth. Children's Services and Programs, Saskatchewan Learning, 2004.

<http://www.education.gov.sk.ca/FNM-Community-Education>; retrieved online December 2009.

<http://www.communityschools.ca/aboutus-communityeducation.html>; retrieved online December 2009.

**Comment [e11]:** Draft of references; I will put in APA format later.

**Comment [e12]:** Cut and pasted the address from the URL; also the date I retrieved the info.